

DOCUMENT RESUME

ED 181 020

SP 015 525

AUTHOR Duke, Daniel L.  
TITLE The Instructional Leadership Program at Stanford.  
PUB DATE 79  
NOTE 7p.  
  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Class Management; \*Curriculum Development; Degrees (Titles); \*Educational Psychology; Elementary Secondary Education; Inservice Teacher Education; \*Leadership Training; \*Multicultural Education  
IDENTIFIERS Stanford University CA

ABSTRACT

A description is given of a program designed to provide teachers with leadership skills that will enable them to assume leadership roles within their schools. This is a sixth-year program (post-masters) and results in an Educational Specialist Degree upon completion of 45 units and a leadership project. Five specific areas of instructional leadership are offered--alternatives in education, classroom management, curriculum improvement, multicultural/bilingual education, and adolescent development.  
(JD)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED181020

THE INSTRUCTIONAL LEADERSHIP PROGRAM AT STANFORD  
Professor Daniel L. Duke, Director

1. What is the Instructional Leadership Program at Stanford (ILPS)?

The ILPS is a new dimension in professional development (inservice) education at Stanford. Recognizing that today's educators are being asked to assume more leadership roles in school improvement efforts, the School of Education's Curriculum and Teacher Education Committee has designed a program to train individuals in curriculum development, inservice planning, project management, professional evaluation, and other skills. ILP students work toward an Educational Specialist degree (EdS) in one of five specific areas of Instructional Leadership. These areas include:

1. Alternatives in education --  
Coursework focuses on innovative instructional, curricular, evaluation, and organizational developments. Alternative schools. Nonformal education. Some supplementary work in Communications.
2. Classroom management/school discipline --  
Coursework focuses on the etiology, treatment, and prevention of student behavior problems. Emphasis on planning consistent approaches to discipline and developing the school as a rule-governed organization. Some supplementary work in Law, Medicine, Psychology, and Sociology.
3. Curriculum improvement --  
Coursework focuses on how to conduct curriculum improvement research and evaluation. Update on latest curriculum developments in subject matter specialty. Curriculum construction practicum.
4. Multicultural/Bilingual education --  
Coursework focuses on developing an understanding of the cultural influences on learning and on recent developments in multicultural and bilingual education. Some supplementary work in Anthropology and Foreign Languages.
5. Adolescent development --  
Coursework focuses on the psychological and physiological changes associated with adolescence and on the development of school programs based on these changes. Some supplementary work in Medicine, Psychology, and Sociology.

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*Grace L. Brecher*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

2. What is the goal of the ILPS?

The program is intended to upgrade the status, skills, and income potential of career-oriented classroom teachers and other educational personnel who are involved with teaching and planning. It is hoped that ILPS graduates will return to their schools and occupy positions of local leadership in efforts to improve educational opportunities for students and teachers. The program also caters to supervisors and administrative personnel who regard themselves as instructional leaders.

SP015525

3. For whom is the ILPS intended?

The program is intended for experienced educators who possess a Masters or an equivalent number of credits and who wish to pursue advanced graduate work of a more practical nature than that involved in conventional Ph.D. programs.

4. How much time is needed to earn an EdS?

The ILPS is a 45 credit program (for those already possessing a Masters degree or its equivalent). It is designed to be completed during several summers or a year's leave of absence/sabbatical. Evening courses will permit some individuals to complete their program while continuing to work. Individual adjustments can be made for those meeting admission requirements.

5. What are the admissions requirements for the ILPS?

Applicants must meet the general admissions requirements for other Stanford graduate students. These include satisfactory performance on the Graduate Record Examination, letters of recommendation, and demonstrated competence in previous coursework. In addition, applicants are asked to provide a written indication of the likelihood that they will have opportunities to exercise Instructional Leadership upon completion of their program.

6. What do ILPS students study?

The program is more structured than Stanford School of Education Masters and Doctoral programs. Students divide their coursework evenly among three basic areas:

- Professional Development Core
- Subject Matter Specialty
- Electives

The Professional Development Core consists of courses covering topics of practical significance to potential instructional leaders: i.e., student behavior problems and how to deal with them, school integration, evaluation of student and teacher performance, grantsmanship and proposal writing, classroom research, teacher professionalization, student motivation, and teacher mental health.

In addition to the Core, ILPS students also receive updating in their curriculum specialty and the opportunity to explore courses in areas of personal interest. The actual course of study is negotiated between the student and his/her advisor.

7. Are any specific courses required for the ILPS students?

While the basic course of study for each ILPS student depends on the focus he/she selects and the consent of an advisor, all students must participate in at least three Professional Development Seminars. These seminars provide an opportunity for students to exchange ideas, assess their professional effectiveness, and plan and undertake inservice projects in their own schools. Each ILPS student will have an opportunity to demonstrate instructional leadership by conducting and evaluating at least one local inservice activity.

In addition, each ILPS student must complete a final written EdS project, subject to evaluation by representatives of the Curriculum and Teacher Education Committee. The project must relate to the student's area of specialization and have some practical significance (i.e., adaptation of research findings, curriculum evaluation, program design, etc.).

8. What might a sample course of study look like?

For an ILPS student specializing in Classroom Management/School Discipline and having a Social Studies background, the course of study might resemble the following:

I. Professional Development Core (15 units)

Ed. 144X Student Behavior and School Discipline  
Ed. 240 Health and Adolescence  
Ed. 145X Classroom Research for Teachers  
Ed. 211 Sociology in Action: The Classroom and  
the School  
Ed. \_\_\_\_\_ Professional Development Seminar  
Inservice Leadership Project

II. Subject Matter Specialty Area (15 units)--Social Studies

Ed. 247 Affective Education  
Ed. 268A,B Curriculum and Instruction in Social Studies  
Ed. 314 Seminar in Citizenship Education  
Ed. 396 Recent Developments in Secondary School  
Social Studies

III. Electives (15 units)

Ed. 333 Leadership in Education  
Psych. 136 Abnormal Psychology  
Law 242 Children and the Law  
Human Biology 171 Adolescence  
Sociology 242A The Low Status Student

IV. Final EdS Project

For an ILPS student specializing in Alternatives in Education and having an English background, the course of study might resemble the following:

I. Professional Development Core (15 units)

Ed. 307 Non-Formal Education  
Ed. 270 Teaching in a World of Change  
Ed. 109A,B Cultural Pluralism  
Ed. 203 Models of the Child  
Ed. \_\_\_\_\_ Professional Development Seminar  
Inservice Leadership Seminar

**II. Subject Matter Specialty Area (15 units)--English**

- Ed. 465 Research Seminar in the Teaching and Learning of English
- Ed. 382 Current Practices in Bilingual/Bicultural Education
- Ed. 380 Curriculum Development in the Visual Arts
- Ed. 345 Language Development and the Teaching of Reading

**III. Electives (15 units)**

- Psy. 245 Socialization of the Young
- Com. 256 Communication Media and Social Change
- MTL 263 Seminar on Freedom and Equality
- Law 242 Children and the Law

**IV. Final EdS Project**

For an ILPS student specializing in Curriculum Improvement and having a Physical Education background, the course of study might resemble the following:

**I. Professional Development Core (15 units)**

- Ed. 340 Curriculum Theories and Curriculum Change
- Ed. 342A,B Curriculum Construction
- Ed. 348 Educational Connoisseurship/Criticism
- Ed. \_\_\_\_\_ Professional Development Seminar
- Inservice Leadership Project

**II. Subject Matter Specialty Area (15 units)--Physical Education**

- Ed. 177 Physiology of Exercise
- Ed. 356 Seminar in Physical Education Research
- Ed. 359 Seminar in Physical Education--Motor Learning
- Ed. 459 Seminar on Physical Education Issues

**III. Electives (15 units)**

- Com. 131 Communication with Children
- Com. 212 Persuasive Communication
- Ind. Mgt. 201 Problem Solving

**IV. Final EdS Project**

For an ILPS student specializing in Multicultural/Bilingual Education and having a Foreign Language background, the course of study might resemble the following:

**I. Professional Development Core (15 units)**

- Ed. 315 Cultural Transmission
- Ed. 303A Philosophical Analysis: Cultural Pluralism

Ed. 242 Bicultural Processes in Education  
Ed. 109A,B Cultural Pluralism: Classroom and  
Curricular Strategies  
Ed. Professional Development Seminar  
Inservice Leadership Project

**II. Subject Matter Specialty Area (15 units)--Foreign Language**

Ed. 382 Current Practices in Bilingual/Bicultural  
Education  
Ed. 440 Seminar in Bilingual/Bicultural Education  
Ed. 388 Foreign Language Education in the Elementary  
School  
Ed. 383 Recent Developments in Foreign Language Education

**III. Electives (15 units)**

Com. 255 Communication Theory and Social Change  
Ling. 205 Current Issues in Linguistic Theory  
Ling. 245 Sociolinguistics  
Ling. 246 Pidgins and Creoles

**IV. Final EdS Project**

For an ILPS student specializing in Adolescent Development and having  
a Social Studies background, the course of study might resemble the following:

**I. Professional Development Core (15 units)**

Ed. 240 Health and Adolescence  
Ed. 203 Models of the Child in Contemporary Educational  
Thought  
Ed. 312A The How Status Student  
Ed. 144 Student Behavior and School Discipline  
Ed. Professional Development Seminar  
Inservice Education Project

**II. Subject Matter Specialty Area (15 units)**

Social Studies  
Ed. 247 Affective Education  
Ed. 268A,B Curriculum and Instruction in Social Studies  
Ed. 314 Seminar in Citizenship Education  
Ed. 396 Recent Developments in Secondary School  
Social Studies

**III. Electives (15 units)**

Law 242 Children and the Law  
Soc. 143 Education and Society  
Psy. 245 Socialization of the Young in Contemporary  
Society  
Hum. Biol. 171 Adolescence

**IV. Final EdS Project**

9. Where can I learn more about the ILPS?

For any further questions regarding the program, contact Professor Daniel L. Duke, School of Education, Stanford University, Stanford, California, 94305.

Application materials and catalogues can be obtained from Ms. Libbie Morris, Admissions Office, School of Education, Stanford University, Stanford, California 94305.